

Ideas for engaging students with rubrics as learning and feedback tools

As students often do not use rubrics effectively, teachers will need to coach and remind students of how to use rubrics as a learning tool rather than as a summative assessment tool per se.

Ideally, there are three main stages, outlined in the table below, in which students should be engaging with any rubrics used in a course. This will make course assessment a learning journey for students.

Ideas to promote students' engagement with the assessment rubric at different stages of the assessment journey

Engaging with the rubric ...	Ideas for engagement
Pre	<ul style="list-style-type: none"> • Introduce the rubric as you introduce the assessment instructions. Highlight the assessment criteria against which the students' work will be judged. Point out how the rubric can help the students plan effectively for the assessment. • During lectures/workshops, show examples of how the target knowledge/skill is applied. Refer to the relevant rubric criteria to show students how the examples addressed these criteria. • During workshops/tutorials, use an anonymous past answer and have students assess it using the rubric. They then discuss their assessment with their peers to better understand the rubric.
While	<ul style="list-style-type: none"> • Students use the rubric to assess their draft. • Students assess each other's draft online/onsite (peer review) using the rubric before final submission. • Students identify an assessment criterion that they are struggling with and ask the teacher for formative feedback on that criterion. • Students can use the rubric as a checklist to ensure they have addressed all assessment criteria before they submit. • Students can hand in an honest self-assessment of the work they are submitting using the rubric provided.
Post	<ul style="list-style-type: none"> • If students completed a self-assessment using the rubric, they identify gaps between their assessment and the teacher's and use this as a basis for a reflective piece. • The teacher can provide holistic feedback to the whole class using the rubric to highlight common pitfalls and strengths. • The teacher can discuss the feedback provided with each student/group or provide audio-visual feedback referring to the rubric. • Students provide a brief reflective piece on how they would improve their performance on their weakest aspect(s).

If you would like to discuss the use of rubrics for your course assessment, please contact us at ilt@auckland.ac.nz